CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This paper has examined the use of written *alay* variety in the virtual world of *Facebook*. It has revealed the realization of *alay* variety in *Facebook* interaction and the attitudes towards the variety that cover users’ and ex-users’ attitudes. Moreover, this paper has also disclosed users’ motivation behind their use of written *alay* variety in *Facebook*.

The realization of written *alay* variety in *Facebook* covers two broad categories, namely spelling modifications and writing modifications that involve a mix of capitals and punctuations. The spelling modifications in written *alay* variety were found to be in five different cases, spelling shift, spelling addition, spelling deletion, contraction, and irregular spelling modification.

The users of the variety do not simply change or modify a certain alphabet with other alphabet with a random pattern. Based on the observation, it was found that the modification of spellings in written *alay* variety may be explained by two general patterns. Firstly, the modification is viewed merely as a modification between alphabet with the same linguistic characteristics, such as phonemic manner of articulation or place of articulation. Secondly, the modification of one alphabet with the other may be the result of one alphabet resembling the written form of other alphabets.
There are not any certain rules that dictate which modifications should be applied in written *alay* variety. The observation has revealed that when one user feels bored with certain form of modifications then he or she will just change the style with a style that he or she creates by her or his own or just copy a style their friends’ use of the variety.

In choosing one variety over another, users of *alay* variety revealed their motivations behind the use of the variety. Language is not merely a tool that can be used to communicate with others. Language can also be a marker of one’s identity and personality. It can be a useful cue in determining one’s identity of certain communities they belong to. The study has revealed that there are two major motivations that trigger users to use *alay* variety, namely social pressure and creativity. Social pressure covers pressures that come from environment and friends users used to hanging out with. It ranks as many as 70% or the highest percentage of the motivations users uttered. Meanwhile, creativity seems to get fewer respondents. It only ranks as many as 30% of all. This may be because the pressure of being alike with friends is more important than being creative with language.

Furthermore, users and ex-users develop different attitudes towards the use of *alay* variety. As the users tend to have more neutral attitudes with the use of *alay* variety, they develop more positive attitudes towards the variety. They favour the use of *alay* variety and consider the variety to be an identity marker, users' attitudes belong to positive attitudes. Users of *alay* variety have the loyalty in
using the variety continuously and believe that the variety has prestige that in this case makes them fashionable or creative while using the variety.

In contrast, most ex-users react negatively towards the use of *alay* variety. They undervalue *alay* variety and consider the variety to have a low prestige or status so that it is not proper to use the variety. This may be due to the fact that they no longer have the language loyalty and pride towards the variety. As people get older they become more aware of norms and rules. Thus, ex-users of *alay* variety gradually diminish their use of the variety and write in a more standard style.

5.2 Suggestions

This study has presented answers regarding the research problems. The study, however, can raise numerous questions requiring further research. Future research can enrich the data by using any other data sources. The observation has proven two opposite attitudes between users of *alay* variety and ex-users of *alay* variety whose ages range from 15 to 22 years old. As people get older, their speech, however, becomes gradually more standard and they will reach a point of their age where their use of language becomes conservative. Thus the results may be different if the range of ages is widened, for example, 15 to 35 years old.
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